

Reading First Special Education Questions: JCPS

Question 1: The Reading First language includes "all special education teachers (K-12)" and evaluating the progress of "students with reading disabilities and special education students." All special education teachers were to participate in the voting for Reading First at the schools and to attend the professional development. There seems to be confusion about primary ECE teachers vs. intermediate ECE teachers. **Are all ECE teachers to participate in professional development @ the school for Reading First?**

Answer 1: All ECE teachers who are teaching students with disabilities at schools who received Reading First funding are to participate in the professional development as part of the Reading First Team in their schools. This includes primary and intermediate special education teachers.

In addition, the overall Reading First Initiative also requires that the state, in collaboration with schools and districts, provide professional development for all K-12 special education teachers. The Department of Education staff, our state Reading Coaches and our special education literacy coaches are in the planning phase for the additional professional development for special education teachers instructing students with disabilities in grades 4-12. This professional development will be targeted for this age group and will build on the foundation of scientifically based reading research. Districts and schools will receive information on this Reading First initiative once plans are finalized.

Question 2: The 90-minute Core Reading program is not to be interrupted. Most of our schools have adopted programs that take 150-180 minutes of instruction. However, if a student's IEP dictates pull out in order to receive specially designed instruction in a resource room for Reading then that child would need to be pulled out in accordance with the IEP. **Is this correct?**

Answer 2: Yes. Ideally, the instruction the student receives during the pull out time has been aligned to the core and provides intensive reading instruction for the student that will accelerate the child's learning.

Question 3: JCPS has a large focus on collaboration for our ECE students. During collaboration resource teachers, speech clinicians and OT/PT folks provide services outlined on the IEP (SDI & Accommodations) in the regular classroom. In a 1st grade classroom for example, the regular Ed teacher is implementing the Core Program via small group guided reading instruction. The ECE teacher is teaching a small guided reading group of students using the Core Program materials. The rest of the students are in learning centers using Core program and supplemental materials designed to provide additional support in the areas of SBRR. The Speech Therapist has 3 students with IEPs in the same classroom. She provides those ECE students specially designed instruction according to their IEP in a small group as a "center". Those students are in need of intensive intervention because of their disability. The school has adopted an intervention program that these students need. It is in compliance with the Core program and the intervention program. The speech students still receive their 90 minutes of Core Program because their literacy time is 150-180 minutes. **Is there a problem with the speech teacher using intervention materials in this manner?**

Answer 3: If the speech therapist is the provider of the intensive reading intervention for one or more of the five components of reading, then the speech therapist may use the intervention materials.

Question 4: We have a self-contained unit in a Reading First school. There are 15 students in the unit, 13 are primary and 2 are intermediate. The 2 intermediate students are functioning at a primary level and participating in the Core program adopted by the building for Reading First. Additionally we have self-contained units where the students are functioning significantly below grade level. Participation in an "on-grade level" Core Program is not possible or appropriate. These students qualify for intensive intervention as well. The teachers are using Core Program materials at the student's instructional level, supplemental materials and intervention materials to provide instruction. **Is this appropriate?**

Answer 4: Yes.

Question 5: An intermediate FMD/MMD/MD/VI/HI/PDOHI (or other severely involved) student is "mainstreamed" into a 3rd grade classroom, which is with the 2-year age span that is developmentally appropriate. The student is participating in centers and guided reading groups with his non-disabled peers in accordance with the IEP. The teachers are being told this child can't use the materials because they are an intermediate student. **Is this correct?**

Answer 5: An individual student who is mainstreamed into a primary classroom can use the Reading First materials. However, Reading First funds cannot be used to provide materials for intermediate special education classes even though those students may be reading on a primary level (K-3). The difference in use of funds is between provision of materials for a whole class at the intermediate level versus use of materials by an individual student who receives his/her reading instruction in a primary program based on the student's individual education program (IEP).

Question 6: A building has 2 self-contained units. There are primary and intermediate students in the units. The intermediate students all functional significantly below level and qualify for intensive intervention. The teachers are using Core, supplemental and intervention materials with the students to provide SBRR instruction. **Is this correct?**

Answer 6: Yes. Students receiving special education services in self-contained programs are still required too have a comprehensive curriculum as described in the Program of Studies along with instruction related to the targeted goals and objectives on a students individual education program (IEP). For those students in a Reading First funded school, the special education teachers may use the core, supplemental and intervention materials to provide SBRR instruction.